

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data 2021-22	Data 2022-23
School name	Underwood West Academy	
Number of pupils in school	419	421
Proportion (%) of pupil premium eligible pupils	55%	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024	
Date this statement was published	September 2021	December 2022
Date on which it will be reviewed	September 2022	December 2023
Statement authorised by	LAC	LAC
Pupil premium lead	Laura Jones	LAC
Governor / Trustee lead		George Heler

Funding overview

Detail	Amount 2021-22	Amount 2022-23
Pupil premium funding allocation this academic year	£247,000	300,545
Recovery premium funding allocation this academic year	£32,000	0
Pupil premium funding carried forward from previous years	£0	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£279,000	300.545

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy Development Plan. This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and overcoming barriers and subsequently improving readiness to learn.

The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards. The activities outlined in this statement are intended to support the needs of all socially and economically disadvantaged pupils and those who are vulnerable; those now and previously known to social care, those with a special educational need or disability, those with English as an additional language and those who identify as a young carer.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- Providing targeted academic support for pupils who are not achieving the expected standards or are not making expected progress.
- Addressing non-academic barriers to attainment, including attendance, well-being and behaviour.
- Developing the early language development of the most disadvantaged.

Our implementation process

In line with evidence about effective implementation, we believe in selecting a small number of priorities and pursuing them with diligence to give them the best chance of success. Our academy development planning is rooted in evidence informed practice; using robust evidence alongside professional expertise to make decisions. We engage in-school monitoring and an annual Pupil Premium review with colleagues from The Aspire Educational Trust to ensure our approach is effective (adapting provision, ceasing or amending interventions that are not having the intended impact).

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- When making provision for disadvantaged pupils, we recognise that not only all pupils who receive free school meals will be disadvantaged
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Our tiered approach

To prioritise spending, we have used tiered approach for many years, to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1. **Teaching** – ensuring outstanding teaching for all pupils.
2. **Targeted Academic Support** – evidence informed interventions.
3. **Other Wider Strategies** – addressing non-academic barriers to learning interventions at one time.

Achieving these objectives:

The range of provision for this group include and would not be inclusive of:

Teaching Strategies

- Engagement in NCETM Maths Hub and EYFS & KS1 programme as part of Wirral Hub.
- Reading for Pleasure focus across school.
- Develop early readers and improve comprehension of fluent readers.
- Use of high-quality literature – supplement the text library of resources in school and continued use of the School library
- Smaller class sizes in Year 2.
- Anchor Creative to deliver music based SPAG lessons to Year 6 and shorter sessions whole school
- Bespoke Nurture Group for Y4, 5, 6 EHCP children.
- Continued implementation of Monster Phonics - training, follow on support, use of materials, coaching relationships with peers

Targeted Academic Support

- Vice Principal to deliver daily literacy and numeracy targeted support within Year 6.
- Identify pupils for school led tuition to provide targeted individual and small group support and their barriers.

- Additional time from Speech & Language HLTA
- 1:1 Reading Recovery and Better Readers Programme sessions with full time specialist teacher and part time teaching assistant
- School led tuition – 3.5 days

Wider Strategies

- Universal daily breakfast club.
- Forest School half a day weekly, targeted EYFS and SEND group (EHCP ch in Y4,5,6)
- Full time Family Support worker
- Full time Learning Mentor
- Full time counsellor to provide bespoke therapeutic support to identified pupils..
- HappyMind programme for whole school.
- Additional day a week for Mental Health Lead to liaise with outside agencies and develop and lead bespoke programmes of support for identified children.
- Weekly speech therapist on site.
- On site lending library

Three Year Plan – updated 2022-23

At UWA, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, mathematics and a range of other subjects

Our priorities are to ensure that we do this are:

AIM 1: To close the gap in attainment between pupil premium children and our non-disadvantaged children.

AIM 2: To ensure that pupil premium children with SEND make good or better progress from starting points.

AIM 3: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge	Additional Challenges 2022-23
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	<p>Challenge has broadly remained the same and needs to continue to be worked on</p> <p>Some of the challenge overcome but other challenges arisen – recorded in right-hand column</p> <p>Challenge has been broadly overcome – new challenge arisen which is recorded in right hand column</p>	
1	Poor parental engagement in Reading	Fewer enriching life experiences (as a stimulus for other learning and enabling links between learning) – limited experiences which impact on children reaching ARE
2	Raising standards in attainment in Reading, Writing and Maths	Lack of aspirations and parental engagement in learning
3	Poor levels of oral language in EYFS and KS1	Socio-disadvantage – poverty, housing issues
4	Attendance issues.	
5	<p>Mobility of children – increasing numbers of in-year leavers and admissions and ever increasing numbers of EAL children</p> <p>Academic year 2020/21 = Leavers – 36</p> <p>In Year Admissions – 57</p> <p>CME – 14</p>	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To increase the proportion of pupils who are at age expected level in Reading, Writing and Maths at the end of each year group.	Starting points for numbers on track at the beginning of the academic year will increase significantly.
To ensure high quality intervention takes place throughout school.	Identified children accessing intervention will make good or better progress.
To ensure that a socially and economically disadvantaged home life does not have a negative impact on pupil's progress and attainment.	Children targeted attend breakfast club. Disadvantaged children are making progress and attaining in line with non disadvantaged
To ensure that delayed speech and language development does not affect the outcomes for any pupil.	Identified children receive specialist regular support during the school day.

	Timely and effective intervention results in children being discharged.
To improve the progress and attainment within the EYFS.	GLD will be in line with national average.
To improve outcomes for Year 2 pupils and ensure every PP child makes at least expected progress.	There will be no gap in attainment between the PP and Non PP groups. Y2 children will have made accelerated progress from their start of year levels of attainment.
To ensure that mental health is not a barrier to making expected progress and achieving age related expectations.	Children with need are identified early and access support on the mental health pathway. Children identified then receive the necessary support in house to remove barriers to learning which positively impacts on their progress and attainment.
Provide pastoral support and intervention for those most vulnerable and at-risk of under achievement.	Children in receipt of support make at least expected progress
To build the cultural capital of our disadvantaged children	All disadvantaged children will actively engage in school led curriculum enrichment events

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 63,740

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review or new activities
Used last year but did not work and will not use this year			
Some elements worked and others didn't – review in far right column			
Used last year and worked well – continue to use this year			

	EEF – (+4 months) -Improving school social and emotional learning in Primary Schools.	1,2,3,4,5	Reduced exclusion rates and positive feedback from outside agencies re provision. Positive transition to specialist KS3 provision for children within the group
Metacognition Vice Principal engages with the MAT Research School cluster group for metacognition and long-term learning. Disseminate learning from the cluster back in school via the MAT wide train the trainer model – series of staff meetings. Implementation of activating prior knowledge, modelling, seven step teaching structure, retrieval practices and elaboration.	EEF - (+7 Months) Metacognition The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	1,2,3	Evidence of this in learning walks and validated by SW Ongoing strategy
To build the cultural capital of our disadvantaged children by ensuring all pupils have access to enrichment activities Eg TeachRex, Children's University, extra-curricular clubs	EEF: “Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics”	1,2,3	Not providing a full menu of opportunities – plan to increase this 2022/23 Additional funding of £10,000 provided to allow for more opportunities this year and next.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 73,631

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review or new activities
<p>Interventions</p> <p>Targeted small group and 1:1 tuition in reading, writing and maths 3.5 days per week</p> <p>Interventions planned and targeted according to barriers by principal, vice principal and phase leaders during termly PPMs.</p> <p>Full time use of Reading Recovery teacher to deliver 1:1 teaching of reading to identified children from November-July</p> <p>Part time Better Readers trained teaching assistant to deliver 1:1 from November-July.</p> <p>HLTA to deliver speech and language intervention 4 days per week to children on Sp&L plans in liaison with MCHST team</p> <p>Vice Principal to deliver targeted support for English and Maths in Y6 daily to an identified group</p>	<p>EEF: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness</p> <p>EEF: "Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average."</p> <p>EEF: "For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention."</p> <p>EEF: "Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils"</p>	<p>1,2,3</p>	<p>3 teachers in Y6 to facilitate smaller class sizes and offer targeted support. This will be regularly reviewed and adjusted as needed.</p> <p>Afternoon targeted 1:1 / 1:3 tuition provided to identified pupils and delivered by experienced Y6 teacher and senior leader.</p> <p>Additional teacher (Vice Principal) deployed to deliver booster sessions to an identified target group of pupils in Year 2 from January 2023.</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 109,815

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review or new activities
		1, 4	
<p>Full time Family Support Worker working with families with social care involvement and providing necessary support to prevent families becoming formerly involved with social care.</p> <p>Full time Learning Mentor delivering both individual and small group SEL intervention to targeted individuals to overcome identified social and emotional barriers to learning</p> <p>Full time counsellor offering courses of counselling and/or play therapy as appropriate to identified children with ACES that mean they have complex and often diverse barriers to learning</p> <p>A day a week Mental Health Lead teacher to deliver small group intervention to children on the Mental Health pathway to support and remove identified barriers to learning</p> <p>Staff trained to deliver the My Happy Mind programme R-Y6</p>	<p>EEF (+4 Months) - Social and Emotional Learning</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	5	<p>Ongoing</p> <p>Resources of the time to implement this have been reallocated due to school priorities changing around improvements to end of key stage data.</p>

Speech therapist on site one day per week	EEF – Research suggests (+4 months progress)	3	
Forest Schools delivered to Reception and Nurture Group weekly	<p>EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p> <p>Forest Schools curriculum aims match the 4 core components of SEL skills and when these are developed it can impact academic progress by end of KS2 by 4 additional months.</p> <p>Outdoor learning evidence base</p> <p>EEF social and emotional guidance refers to this strategy in terms of creating a mentally healthy school.</p>	3	Increased time allocated to support real life, purposeful writing opportunities in Y 2 and 3
Universal breakfast club	<p>EEF have found that the optimum time to conduct any out of school in terms of academic gain is before school</p> <p>Evidence around the benefits of eating before school</p> <p>Evidence around a varied diet</p>	1,2,3,	<p>Improves readiness to learn, attendance and wellbeing and mental health</p> <p>After school club provision for targeted children.</p>

Total budgeted cost: (£247,186- Actual)

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes 2021-22 review period

Teaching Strategies

- Interventions put in place for reading, alongside the whole school drive and focus on developing a Reading for Pleasure culture, was strongly evident in end of key stage outcomes.

- Maths Mastery approach and training at EYFS and KS1 had significant impact on attainment in relation to early goals and end of KS1 maths results.
- Data shows that we went from having 33% of the Y1 cohort on track to pass the phonics screening in February 2022, to 65% achieving the standard in June. This was a result of the Monster Phonic training and the fidelity the staff demonstrated to the programme.
- Small class sizes in Year 2 resulted in significant gains on progression and attainment.

Targeted Support

- 1:1 reading interventions within Key Stage 1 had strong impact.
- Staffing issues around KS2 writing intervention resulted less than satisfactory impact in most cases.
- More children able to access high quality SALT support and some children have been discharged with age appropriate skill; or long term strategies

Wider Strategies

- Breakfast is attended regularly by a third of pupils
- Residential and trips did not take place due to pandemic restrictions but this will resume this academic year
- Children who have returned to school showing signs of anxiety and have struggled to settle need additional mentoring support to ensure they can access their learning and re-establish relationships. Children were identified on a termly basis from CPOms and class teacher feedback, resulted in small group and 1:1 sessions being put in place. High need children with ACES have accessed 1:1 support from our in-house counsellor. Increased number of Young Carers have been identified and depending on level of need,